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AUTHOR Bancroft, W. Jane
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ABSTRACT

It is argued that while Georgi Lozanov's suggestology and suggestopedic methods are informed by work in the field of suggestion in the former Soviet bloc, his work has also been influenced by work on suggestion in the west, particularly in France, where suggestion is a more controversial technique. For Lozanov, suggestion is a normal phenomenon and a positive concept. His contribution was not only in linking suggestion to education, but also of integrating many types of suggestion (direct, indirect, command, relax, verbal, nonverbal, group, environmental) into the educational process and directing suggestion toward liberating the unconscious reserves of the human mind. The suggestopedic method for language teaching incorporates these theoretical elements: authority of the teacher; prestige of institution; infantilization; double-planeness; rhythm; intonation; and concert pseudo-passivity or receptivity. In the classroom, various forms of suggestion are used to create maximum learning effect. Experience indicates that use of suggestion techniques in the classroom can benefit students both academically and personally, and that the subject of suggestion in education should be of greater concern and the object of more research in western education. (Author/MSE)

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The Western Tradition of Suggestion and Lozanov's Suggestology/Suggestopedia

W. Jane Bancroft, Scarborough Campus, University of Toronto

Abstract

While Lozanov's Suggestology and Suggestopedia owe a good deal to work done in the field of suggestion in the countries of the former Soviet bloc, Lozanov has also been influenced by work done on suggestion in the West (and in France, in particular).

In contrast to Russia and Eastern Europe where suggestion is widely used in medicine and psychotherapy, in the West, suggestion has had a highly controversial history. Generally speaking, both suggestion and suggestibility (or openness to suggestion) have negative overtones for Western researchers and tend to be linked to conditioning and irrational behavior(s). For Lozanov, however, like Bernheim and Binet, suggestion is a normal phenomenon, one that appeals to both logic and emotion. Suggestion (i.e., waking suggestion), according to Lozanov, is an integral part of psychotherapy, the various arts and pedagogy. Lozanovian suggestibility is also a positive concept, linked to emotion, intuition and sensitivity, as well as to motivation and positive expectations.

Lozanov's principal contribution to the field of suggestion is not only that of linking suggestion to education, but also that of integrating many types of suggestion (direct, indirect, command, relaxed [or "whispering"], verbal, nonverbal, group, environmental, etc.) into the educational process and of directing suggestion (i.e., positive suggestion) towards liberating the unconscious reserves (or untapped capabilities) of the human mind.

A form of group therapy based on suggestion, the suggestopedic method for language teaching incorporates the following original theoretical elements: authority of the teacher and prestige of the educational institution; infantilization (confidence and spontaneity of the students); double-planeness (the suggestions coming from the environment and from the teacher); rhythm; intonation (or tone[s] of voice); concert pseudo-passivity (receptivity and "suggestibility" of the students when relaxing and listening to certain types of music). The three "new" principles (especially that of the suggestive link) also relate to suggestion as do the "new" means: psychological, didactic and artistic.

In the suggestopedic language classroom, various forms of suggestion are used to create the maximum learning effect. Teachers are specially trained in the art of suggestion (especially gestural and vocal). The classroom atmosphere is positive and the classroom décor esthetically pleasing. Language dialogues are not only relevant but also emotionally appealing. Students engage in role-play, games, songs and sketches. Various tones of voice are used to present language materials and to "suggest" their meaning. During the concert session, the maximum suggestive effect is achieved when the language materials are read over a musical background.

Suggestopedia shows that the use of suggestion techniques in the classroom can benefit students both academically and personally and that the subject of suggestion in education should be a greater object of concern and research for Western and North American educators.

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The Western Tradition of Suggestion

and Lozanov's Suggestology/Suggestopedia

W. Jane Bancroft

It is very evident from reading his thesis, Sugestologiia, and his book, Suggestology and Outlines of Suggestopedy, and by perusing the bibliographies contained in these volumes, that Dr. Lozanov is well versed in the theory, practice and history of suggestion, not only in Eastern Europe and Russia but also in the West. Lozanov's Suggestology (the science of suggestion) and Suggestopedia (the application of suggestion to pedagogy) are highly original creations, but they nonetheless owe a good deal to work previously done in the field of suggestion in the countries of the former Soviet bloc (and, in particular, Bulgaria and Russia). Lozanov has also been influenced by work done on suggestion in the United States and in Western Europe (especially in France by Bernheim, Binet, Baudouin, Janet, Charcot and Liébault).

In contrast to Russia and Eastern Europe where suggestion is widely used in medicine and psychotherapy, in the West, suggestion has had a highly controversial history and, indeed, the subject is still surrounded by controversy. While, in times past, it has been intertwined with magic and religion, in more modern times (since Mesmer and the late 18th century), although nearly every important psychologist (Binet, Bernheim, Freud, James, Janet, McDougall, Pavlov, Sidis, Wundt) dealt with the subject and suggestion together with hypnosis enjoyed an enormous vogue in the late 19th and early 20th centuries, suggestion has been linked to the stimulation of irrational behavior(s), to conditioning and psychopathology, in addition to hypnosis. (With or without the induction of hypnosis, however, suggestion can have very powerful effects and hypnosis can be induced without suggestion). Hippolyte Bernheim in the 19th century defined suggestion as an "act by which an idea is introduced into the

brain and accepted by it" [1] and linked suggestion to persuasion and reason. Other researchers have proposed that suggestion need not be opposed to reason and that the influence of suggestion can be enhanced through argumentation. Suggestion, however, is derived from the Latin subgero or subgere and means "to carry (on) or conduct underneath" and the term tends to be linked to manipulation. The standard definition of suggestion to which scientists in the West adhere is the insinuation of a belief or impulse into the mind; the introduction or bringing about the acceptance of an idea without critical argument or rational persuasion. (Sidis described a suggestion as an intrusive idea that was accepted in an uncritical and automatic fashion). [2] McDougall's 1908 definition, while one of the earliest, is still widely accepted. He stated that suggestion is a "process of communication resulting in the acceptance with conviction of the communicated proposition in the absence of logically adequate grounds for its acceptance." [3] Whereas the attitude of the recipient is important if suggestion is to work, the "charm" of the communicator, his (or her) attitude and expectations, voice and body language exert a decisive effect on the listener so that the idea or message proposed is accepted. (Researchers on suggestion point out the extreme importance of voice quality on perception of a message transferred and on the willingness to act on this message). [4] A warm, sympathetic personality generally facilitates the sending and increases the impact of a suggestion as does a good relationship between sender and receiver.

Whether directly or indirectly, authoritatively or persuasively, implicitly or explicitly, overtly or discreetly, deliberately or unintentionally, the subject's behavior or experience will be always guided in a certain direction by the suggester. Suggestion can be an action, a process and a result (the subconscious realization of an idea). The

word "suggestion" can refer to a specific influential message or communication (e.g., "the room is becoming very hot"). Or the same word can refer to parts of the larger process, or the entire process by which suggestions are delivered and received. (For instance, someone could refer to the "suggestion situation" or the "suggestion procedure" or the "suggestion process"). A person might also state that an act or belief was the result of suggestion, which implies the method as well as the message.

There are different methods or communication channels by which suggestions are conveyed: heterosuggestion (from one individual to another); collective (group or mass) suggestion; auto-suggestion (in which the subject acts on him [her] self). In the final analysis, all suggestion may be auto-suggestion in the sense that the thought acts on the body and one reinforces or acts upon an idea one wants to realize. [5]

Suggestions may be spontaneous (i.e., they occur by themselves), applied (produced through commands or persuasion from one person to another) or "relaxed" (executed in a soft, soothing tone of voice). The force of a suggestion can have an effect on the receiver. Suggestions that are presented gently will be perceived differently from those delivered with emotive and shock value. Responses can also be expected to vary in terms of the amount of "request" or "command" inherent in the suggestion. Command suggestions emanating from an authority figure such as a military leader or prison warden brook no alternatives and no disobedience. At the other extreme, relaxed, persuasive suggestions are generally used in religion and medicine. A factor related to force of suggestion is duration of suggestion. In the same way that degree of force can influence the receiver, long-lasting or repetitious suggestions vary in effectiveness from suggestive communications which have very brief periods of exposure (or duration).

Suggestions may be given, usually by a therapist or medical doctor, while the

subject or recipient is in a state of sleep, hypnosis or the waking state (as Lozanov's research shows). As defined by Wagstaff, a hypnotic suggestion is one that is delivered during or after the initial part of the hypnotic induction procedure and involves instructions to the subject suggesting to him or her that s/he will respond in a certain way. Wagstaff adds that these instructions always occur while the person is said to be under the influence of induction and before the individual is told to "wake up." [6] Nonhypnotic (or "waking") suggestions, on the other hand, are those which are administered without formal hypnotic induction procedures. A distinction has been made between normal suggestion (which takes place when the subject is in a waking state) and abnormal suggestion (which takes place in the condition of hypnosis). However, there is still a lack of agreement among researchers concerning a useful definition for hypnosis.

Suggestions may be direct or indirect; verbal or non-verbal. In direct suggestion, the desired or expected result or response to the suggestion is stated clearly - as in a command, for example. Indirect suggestion does not make explicit the response expected, but leaves the result of suggestion to the subject. Instead of openly commanding or dictating to the subject, the experimenter produces some object or makes a movement, a gesture, which in silent fashion tells the subject what to do. Indirect suggestion is a permissive mode of influencing or a method of indirect appeal to the person to be influenced and direct suggestion is an authoritative one. Verbal suggestions are conveyed by language content. Nonverbal suggestions include tone of voice, body language, clothing and environmental stimuli; cues given may be visual, auditory (or, indeed, kinesthetic, gustatory or olfactory). Suggestions may be positive or negative or even neutral. Suggestion may be personal or impersonal. Suggestion generally works best if it is in the direction of the individual's (or society's) values and

culture and if the interests of the recipient are in harmony with those of the sender (or communicator).

Suggestibility refers to the effectiveness of a given kind of suggestion under carefully stated conditions for a given individual. [7] Suggestibility is generally defined as the degree to which a person is open to suggestion; the term "suggestibility" is used to indicate a person's propensity to respond to suggested communications. [8] In the West, although researchers such as Binet and Sidis were concerned with proving that something like normal suggestibility exists and that it could be observed empirically, suggestibility has generally been viewed as a less than noble human characteristic and is often linked, not only to hypnotizability and conditioning, but also to conformity to (or compliance with) group pressure; lack of individuality; tendency to submissiveness; susceptibility to preconceived ideas and manipulation; memory distortion; weakness and immaturity; instability and indecisiveness; credulity, gullibility and even simplemindedness; to be "suggestible" is to be easily influenced by ideas provided by other persons and to subordinate oneself to an authority figure and/or a group. Certain factors are said to have an influence on suggestibility (or to create a state of suggestibility): the authority and behavior of the information source (we do not tend to accept suggestions from persons whom we consider to be of lower standing and inferior power); an attitude of obedience to authority on the part of the recipient and his/her confidence or faith in the suggested idea (i. e., the expectations and attitudes of the recipient). The personal characteristics of the communicator and an individual's motivation or willingness to respond to suggestions are important aspects of research into suggestion.

While there is a good deal of controversy in the field of suggestion and suggestibility in the West, there is general agreement that there are differences in the

range of suggestibility and that the degree and speed of acting on suggestions can be measured. A considerable amount of research has attempted to delineate specific variables that relate to suggestibility: age, sex, intellectual capacity, personality characteristics, mental health status, and so on. Since most suggestibility tests are, in effect, a measure of hypnotizability, most of these variables (in spite of the pioneering experiments by Binet in the late 19th century to assess the suggestibility of a person without hypnosis) have been studied in the context of hypnotic responsiveness. Certain personality variables are associated with increased compliance to suggestive communications. Students tend to be conditioned to accept the suggestions of authority figures without persuasion or argument. Children are generally more suggestible than adults (probably because the former are more trusting and more influenced by the authority of the source of the suggestion). Responsiveness to suggestion decreases with age. Although the findings in this area are mixed, women tend to be more suggestible than men. Less education and an undeveloped critical sense (or a lack of awareness of the "suggestion process") make for increased suggestibility as do such environmental conditions as subdued lighting and soft and/or rhythmical music. An attitude of trust (or love) makes one more suggestible as do states of drowsiness or fatigue, relaxation and hypnosis. The period before going to sleep is one of maximum suggestibility. Hypnosis itself has been defined as the placing of an individual in a highly suggestible state or as "enhanced suggestibility." [9]

Suggestibility may be classified into primary, secondary and tertiary. Primary suggestibility is the most commonly researched; it is the result of direct suggestions (usually verbal and monotonous-sounding ones) that yield automatic, non-volitional ideo-motor responses. The experimenter suggests an idea or an activity (such as body sway, arm levitation, for example) by means of a concrete stimulus and the

recipient's movements or muscular activities, which occur involuntarily because of the thought or image of a movement, are observed and evaluated. (Primary suggestibility is linked to hypnotizability) Secondary suggestibility is linked to the sensory processes and indirection; it involves indirect suggestion wherein the communicator does not make explicit the desired behavior and there is no correlation with hypnotizability. [10] To provoke this type of suggestibility, the experimenter suggests an idea or an activity based on the imagination, expectations or on auditory or visual stimuli. The Progressive Lines and the Ink Blot tests are commonly regarded as measures of this type of suggestibility. Tertiary suggestibility (which some psychologists believe exists) is based on "prestige" suggestion(s) coming from the society or a high-status individual and involves attitude change consequent upon persuasive communications originating from a prestige source. Certain of these suggestions relate to social norms; others are of an "information" type.[11] It is well known that there are many other forms of communication that can be interpreted as suggestions, including "leading questions," now categorized as interrogative suggestibility. [12]

According to researchers such as Vladimir Gheorghiu, suggestion is by no means a marginal aspect of cognitive activity: "suggestion phenomena are subsumed under various psychological categories and are part of many cognitive and social processes." [13] Suggestion is used, with both positive and negative consequences, not only in religion and magic but also in medicine and therapy, as well as in politics, advertising and education. Primitive medicine was (and is) largely based on suggestion. Magical rites were (and are) techniques of suggestive therapy, used for positive or negative effects.The suggestive power of religion and religious leaders has

been demonstrated throughout history. Faith healing probably works through the power of suggestion (suggestions can be used to achieve profound organic or physiological changes) and depends both on the power of the suggestion(s) and the suggestibility of the "patient." Suggestion has been used in surgery (especially in Eastern Europe) to relieve pain; it has been postulated that acupuncture works, at least in part, through suggestion. (It has been hypothesized, too, that, had it not been for the discovery of anesthetics, hypnosis and suggestion would undoubtedly have become much more popular in modern medical circles). Drugs (new ones, in particular) are said to work because of the "placebo" effect - the confidence the doctor expresses in their efficacity. Many books and articles have been written about the use of "suggestion" in advertising (suggestion is said to be an indispensable aspect of media advertising) and the conveying of political messages. In education, it is assumed that everyone acts on a rational basis, on the basis of reason as opposed to emotion. However, as researchers such as Rosenthal and others have found, education is not an entirely intellectual and rational process. Students may remain unchanged by intellectual arguments but can be changed by suggestion(s) directed towards the unconscious. Self-image and confidence as well as learning can be improved through the use of strategically employed suggestion(s) in the classroom. Suggestion can be used in a humanistic way to create successful learning experiences for students of all (or varying) abilities.

For Lozanov, in contrast to many (or most) Western researchers, suggestion is a normal phenomenon, one that is a natural (and universal) part of human experience. Suggestion is inherent in everyday human communication on a verbal and a nonverbal level; it appeals to both logic and emotion. (Following Bernheim, Lozanov believes that "suggestion is in everything").[14] According to Lozanov, "interpersonal

communicat ions are always global and simultaneously conscious and unconscious." [15] Any sensation or perception coming from the external world is a suggestion, whether it is unconscious or intentional. Although he does not mention him in his bibliography, Lozanov would be in agreement with Titchner who stated that suggestion is "any stimulus, external or internal, accompanied or unaccompanied by consciousness, which touches off a determining tendency." [16] Lozanov defines suggestion in his thesis as follows: "Suggestion is a constant communicative factor which chiefly through paraconscious mental activity can create conditions for tapping the functional reserve capacities of personality" (p. 201). Suggestology/ Suggestopedia is particularly interested in the investigation and utilization of subsensory signals or subliminal stimuli which come from the teacher and/or therapist and from the physical and social environment and which are absorbed into the unconscious mind before receiving a conscious expression.

Lozanov is interested in individual (hetero) suggestion but he is especially interested in collective (or group) suggestion. Lozanov uses the possibilities of collective suggestion principally in psychotherapy and pedagogy. Following in a certain East European and Russian tradition, Lozanov insists that any psychotherapeutical method (and, indeed, any medical cure) is essentially based on suggestion. (In Suggestology and Outlines of Suggestopedy, he details his clinical work using suggestion, especially the "whispering method," for curing ailments and reducing or alleviating pain, as well as his experiments using suggestion in "painless surgery" [pp. 114 ff]). His principal contribution to the field of suggestion, however, is that of linking suggestion to education, of integrating all types of suggestion (direct, indirect, verbal, nonverbal, interpersonal, environmental, etc.) into the educational process and of directing suggestion towards liberating the unconscious reserves (or

untapped capabilities) of the human mind.

Like Binet and Sidis, Lozanov prefers indirect suggestion - as it is longer lasting - and he believes that suggestion can be beneficial if it bypasses the "critical-logical barrier" (i.e., what researchers call our "conscious monitoring authority"), especially insofar as human capacities are concerned. Although he has performed experiments using suggestion in sleep and hypnosis (especially hypnotic age regression), following Binet and Bernheim,[17] Lozanov prefers to use suggestion in the waking state - both in group therapy and for purposes of enhancing learning. (In Suggestology and Outlines of Suggestopedy, Lozanov states that "suggestion by itself is sufficient to improve memorization and there is no need for hypnosis" [p. 153] and "our investigations and the practice of suggestopedy have proved that hypermnesia can be found not only in a state of hypnosis, but in a suggestive [and waking] atmosphere as well" [p. 151]). Suggestions used by the therapist or teacher must, however, be positive ones, those which provoke in the patient (or student) positive behavior modifications.[18] Negative suggestions (especially those which set limits on possibilities for healing or learning) must be abolished through a process of *de* suggestion. Indeed, for Lozanov, the suggestive process itself is "always a combination of suggestion and desuggestion" (p. 166). Desuggestion frees a person from former limiting and discouraging (auto) suggestions, while suggestion provides creative encouragement for new norms concerning the capacities of the individual (p. 184). Lozanov is interested in verbal (and nonverbal) suggestion(s) which can bring about positive psychological (and physiological) changes in the patient/student; the latter, however, in a waking state, is aware of what is going on and participates in the process at both the conscious and unconscious levels. For Lozanov, in contrast to most Western researchers, a logical presentation can have its own "suggestive effect" (p. 59).

For Lozanov, suggestion, then, is a positive concept. So, too, is the concept of suggestibility (or openness to suggestion). While expressing criticisms of Western definitions of suggestibility, in a note in Suggestology and Outlines of Suggestopedy (p. 61), Lozanov says that "H. Bernheim (1887) and the Nancy School, in general, maintained that everyone is suggestible under given conditions and that suggestibility is not a symptom of morbidity"; it is a normal phenomenon that can be observed empirically. Although Sidis is not listed in the Lozanov bibliography, Lozanov appears to follow Sidis' example in considering the human being to be "a suggestible animal." [19] Lozanov considers suggestibility a universal faculty [20] and, like Binet,[21] links it to emotion, intuition and affectivity(or sensitivity) as well as to positive expectations, imaginative involvement and the capacity to control the focus of attention. For Lozanov, the act of responding to a suggestive communication, which requires that the individual override or inhibit the mental faculties involved in logic and critical analysis, may have positive results if logical and critical analysis inhibit memory, memorization and learning capacities. Lozanov's idea of suggestibility corresponds to Annette Shuck's in her article, "Suggestion in Education," in that suggestibility is similar to motivation or a change in expectancy. Suggestibility is thus "redefined" as: a) a willingness to do what the suggester asks; b) a belief in one's ability to do it; and c) the ability to do it. According to Shuck, high suggestibility might therefore be used as an indicator for predicting learning performance. [22]

Certain of Lozanov's experiments at the Institute of Suggestology were designed to test for student suggestibility (Suggestology and Outlines of Suggestopedy, [pp. 221 ff]) and an outline of tests for primary and secondary suggestibility is included in Chapter IV, "Towards a General Theory of Suggestion" (pp. 63-71). Lozanov also researched such elements as music and relaxation which could increase suggestive/receptive

capacities in the students and evaluated this "suggestibility" scientifically (through pulse and brain wave measurements, for example). As the individual becomes more relaxed, he/she becomes more open to positive suggestions - especially if the general atmosphere is relaxed and pleasant. When conducting his research, Lozanov found that, while in a state of relaxation, students are more suggestible and can receive information more readily - in the form of (ideally positive) "suggestions" coming from the environment and/or from the teacher. [23]

For Lozanov (as mentioned above), suggestion must normally be used when the recipient is in the waking state; in addition, following the East European and Russian tradition, Lozanov believes that suggestion, whether used in medicine or education, must be therapeutic. Suggestion must also be artistic. The therapist or teacher must have the capacities of the trained actor; in the classroom, "suggestive" elements of the various arts (music, theatre, fine arts, etc.) must be used to enhance the teaching process. The teacher must be trained in advance to use suggestion in a positive manner and in all of its aspects.

The suggestopedic method for language teaching is a form of group therapy based on suggestion. [24] Through suggestion(s) directed toward the conscious and the unconscious, students come to view learning as a positive, pleasurable and relaxing experience. (In addition, as Institute of Suggestology student questionnaires have revealed, Suggestopedia improves students' health). Suggestopedia uses suggestion, not as a manipulative technique, but in the context of a humanistic approach to learning; suggestions in Suggestopedia have a potentially significant impact on student performance and a beneficial, therapeutic effect in that the students increase their self-esteem and consideration for other members of the group. When students enjoy learning, they are much more likely to realize their full intellectual

capabilities.[25]

The original theoretical elements of Suggestopedia are based on suggestion: authority of the teacher and prestige of the educational institution; infantilization (confidence and spontaneity of the students - increased through suggestions of child-like role-play or the setting up of an alternate identity);[26] double-planeness (the suggestions coming from the physical and social environment, especially the classroom atmosphere and décor, and from the body language and tone of voice of the teacher); rhythm (in particular, a repetitive stimulus such as a slow-moving, monotonous melody); intonation (or tone[s] of voice); concert pseudo-passivity (suggestibility and receptivity of the students when relaxing and listening to soft and slow-moving music).[27] Two of these original principles relate to the suggester (authority, double-planeness); two relate to the process of suggestion (rhythm, intonation); two relate to the suggestibility of the suggestee (infantilization,[28] concert pseudo-passivity). The "new" principles (referred to in Chapter VI of Suggestology and Outlines of Suggestopedy, "Characteristics of the Desuggestive-Suggestive, Liberating-Stimulating System" [pp. 258ff]), viz. joy and absence of tension; the unity of conscious and paraconscious; the suggestive link; also relate to suggestion as do the "new" suggestopedic means: psychological, didactic and artistic.

In the suggestopedic language class, various forms of suggestion (verbal, nonverbal; direct, indirect; etc.) are utilized in order to draw on the students' functional, intellectual and emotional "reserve potential" and to create a maximum learning effect. Classes are taught by highly competent, personable teachers specially trained in the art of suggestion (especially vocal and gestural). The classroom atmosphere is positive and the classroom décor has an esthetically pleasing appearance.

Emotionally appealing and relevant foreign language dialogues, based on familiar situations, create spontaneous and positive reactions in the students. Students are also free to escape from the constraints of inhibiting, everyday reality through role-play, songs, games and sketches. In the original suggestopedic language class, three forms of suggestion (coming from Yoga): command, neutral, whisper, were utilized to enhance memorization of foreign language vocabulary during the "active" session. (In the second Bulgarian version, various tones of voice are used during the first, or "active" concert to achieve the same effect). During the original "passive" or "concert" session, the maximum suggestive effect was achieved when the language materials were read in a soft, soothing voice over a rhythmic background of slow movements from baroque chamber music while the students, with eyes closed, relaxed in their special chairs. (In the second version, the language material is read over complete works of baroque music). According to Lozanov, in every well organized communicative process based on suggestion, there is a leading procedure with a ritual or "placebo" meaning. In Suggestopedia, "ritualization and placebo-associating" are focused in the suggestopedic session (p. 268).

While suggestion has been largely neglected in Western pedagogy or has been applied to teaching sporadically, in a very fragmented form or in the context of isolated experiments, Lozanov and his team of researchers and educators at the Institute of Suggestology in the 1960's and 1970's developed an original and global teaching method based on the scientific study of suggestion. Suggestopedia shows that the use of suggestion techniques in the classroom can benefit students on both an academic and a personal level and that the subject of suggestion in education should be a greater object of concern and research for Western and North American educators.

Scarborough Campus, University of Toronto

Notes

[1]Hippolyte Bernheim, New Studies in Hypnotism. trans. Richard S. Sandor (New York: International Universities Press, 1980), p. 18.

[2]Boris Sidis, The Psychology of Suggestion (New York: Appleton & Co., 1907/1898), p. 15.

[3]William McDougall, An Introduction to Social Psychology (London: Methuen, 1926/1908), p. 83. There are many, more "modern" definitions of suggestion but they are in the same vein. Gordon Allport makes specific reference to the rational and critical thinking operations which are conspicuously disengaged during the suggestion process (Pattern and Growth in Personality [New York: Holt, Rinehart & Winston, 1961]). According to Allport, as a result of suggestion, an individual accepts a mode of behavior or a view without the processes of thought and judgment which properly should be present and play a part. H. J. Eysenck, W. Arnold and R. Meili define the suggestion process as one of "communication during which one or more persons cause one or more individuals to change (without critical response) their judgments, opinions, attitudes, etc., or patterns of behavior" (Encyclopedia of Psychology [New York: The Seabury Press, 1979] p. 1077). Suggestion produces a "compliant response," as opposed to a "deliberate response to a request" (Ernest Hilgard, "Suggestibility and Suggestions as Related to Hypnosis," Human Suggestibility: Advances in Theory, Research and Application [New York: Routledge, 1991] p. 38). It is a class of behavior that is not the result of our higher levels of cognitive monitoring and control (John Schumaker, "The Adaptive Value of Suggestibility and Dissociation," Human Suggestibility, p. 110).

[4]T. Gehm et al., "Slight Manipulations with Great Effects: On the Suggestive Impact of Vocal Parameter Change," Suggestion and Suggestibility: Theory and Research (Berlin: Springer-Verlag, 1989), p. 351.

[5] On the subject of suggestion transformed into autosuggestion, Coué is quoted by Charles Baudouin in Qu'est-ce que la Suggestion (Paris: Le Hameau, 1982/1924), p. 82; and Baudouin is quoted by Lozanov in Suggestology and Outlines of Suggestopedy (New York: Gordon and Breach, 1978), p. 56. Emile Coué firmly hypothesized that if people want to change their feelings, behavior and physiology, they can do so more effectively by strongly giving themselves positive thoughts and directions, such as "Day by day, in every way, I am getting better and better". In the opinion of some researchers, Coué probably started the current popular trend of self-help books on positive thinking and visualization.

[6] G. F. Wagstaff, Hypnosis, Compliance and Belief (New York: St. Martin's Press, 1981), pp. 14-15.

[7] Ernest Hilgard, "Suggestibility and Suggestions as Related to Hypnosis," p. 39.

[8] Sidis referred to suggestibility as "that peculiar state of mind which is favourable to suggestion" (The Psychology of Suggestion, p. 15); Eysenck, Arnold and Meili refer to suggestibility as the "individual degree of susceptibility to influence by suggestion and hypnosis" (Encyclopedia of Psychology, p. 1076). ..

[9] See: Bernheim, New Studies in Hypnotism, p. 56 and p. 177. For a discussion of this matter, see: John Schumaker, "Introduction," Human Suggestibility, p. 10; and Etzel Cardeña and David Spiegel, "Suggestibility, Absorption, and Dissociation: An Integrative Model of Hypnosis," Human Suggestibility, p. 93.

[10] Secondary suggestibility is defined as "the experience on the part of the subject of a sensation or perception consequent upon the direct or implied suggestion by the experimenter that such an experience will take place, in the absence of any objective basis for the sensation or perception" (H. J. Eysenck, Dimensions of Personality [London: Routledge and Kegan Paul, 1947] p. 167).

[11]Bagriana Bélanger, La Suggestologie (Paris: Editions Retz, 1978), p. 74.

[12]G. H. Gudjonsson, "Theoretical and Empirical Aspects of Interrogative Suggestibility," Suggestion and Suggestibility, pp. 135-43.

[13]Vladimir Gheorghiu and Peter Kruse, "The Psychology of Suggestion: An Integrative Perspective," Human Suggestibility, p. 71.

[14]Bernheim, New Studies in Hypnotism, p. 46.

[15]Georgi Lozanov, Suggestology and Outlines of Suggestopedy, p. 201. Further page references to this work will be indicated, in brackets, in the text.

[16]E. B. Titchner, A Textbook of Psychology (New York: MacMillan, 1916). Quoted by V. Gheorghiu, "The Development of Research on Suggestibility: Critical Considerations," Suggestion and Suggestibility, p. 33.

[17]Bélanger, La Suggestologie, pp. 53 ff.

[18]Inversely, positive emotions - produced, for example, by background music - increase receptivity of the target person or subject (see: R. M. Lundy, "The Internal Confirmation of Personal Constructs: Why Suggestions are Not Accepted," Suggestion and Suggestibility, p. 84).

[19]Sidis, The Psychology of Suggestion, p. 17.

[20]Bélanger, La Suggestologie, p. 72.

[21]See: Alfred Binet, La Suggestibilité (Paris: Schleicher Frères, 1900), p. 3.

[22]Annette Shuck, "Suggestion in Education," Human Suggestibility, pp. 332-33.

[23] Researchers propose that suggestions about getting more and more comfortable may initiate a shift in autonomic system balance from sympathetic toward parasympathetic dominance. This shift is facilitated by stillness of the musculature and the consequent reduction in proprioceptive and kinesthetic sensation. Closing the eyes further enhances this change and often leads to alpha wave production and eventually theta wave production in the brain. See: John Shea, "Suggestion, Placebo and Expectation: Immune Effects and Other Bodily Changes," Human Suggestibility, p. 261.

[24]Bélanger, La Suggestologie, p. 132.

[25] See: Annette Shuck, "Suggestion in Education" (pp. 331 ff.), in which suggestions for improved memory and motivation to learn were seen to result in better performances. The positive use of suggestions on learning included studies to improve reading performance of slow learning students. Suggestive procedures used to relax pupils before a difficult assignment are also seen as beneficial.

[26] Lozanov's infantilization may be compared to the process of "dissociation" in suggestive psychology that allows one to isolate and suppress his/her "conscious monitoring authority." In addition, as response to suggestion (i.e., suggestibility), as well as the capacity for memorization, decreases with chronological age, it is important to suggest to beginning language students that they are returning to a psychological state of childhood.

[27] Annette Shuck, in "Suggestion in Education" (pp. 329 ff), mentions studies conducted in the 1940's in the United States in which relaxation, or a sustained state of relaxed alertness, was found to be the best mental state for learning.

[28] Binet says that suggestibility for the child is a form of confidence (La Suggestibilité, p. 390) and Lozanov, we recall, links infantilization to student confidence and spontaneity.